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ABSTRACT

In this series of papers, primary consideration is given to manifest (expressed) and latent (unexpressed) perspectives on the College Level Examination Program held by faculty, administrators, and students in the Junior College District of Metropolitan Kansas City, Missouri. The first paper, "The Pros and Cons of CLEP: A Student Personnel Perspective," describes the historical development of the CLEP and relates key elements of the program to current issues in higher education. Consideration is also given to the presentation of basic methodological constructs that were used in the development of CLEP. Paper 2, "A Student Perspective on the CLEP Program," deals with the conceptual foundation of CLEP in terms of Maslow's theory of self-actualization. Paper 3, "A Faculty Perspective on CLEP," serves as an overview of faculty perceptions of CLEP. The final paper, "Functions and Dysfunctions of the College Level Examination Program for Institutional Subcultures in the Community College," projects manifest and latent perspectives of CLEP into the political milieu of institutional governance--the major problems and concerns related to CLEP perceived by institutional subcultures are discussed, and a model pertaining to alternative strategies for organization and implementation of CLEP is presented. (Author/DB)

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PERSPECTIVES ON THE COLLEGE LEVEL EXAMINATION PROGRAM

A Series of Papers Presented to

The Missouri Association of Junior Colleges

JC 740 271

Edited By

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The Junior College District
of Metropolitan Kansas City, Missouri

June 1974

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Introduction

Colleges and universities, as institutions, are in a period of transition -- a transition toward nontraditional education it has been called -- which may well extend into the foreseeable future. Nontraditional study involves a myriad of organized learning activities that occur outside of conventional educational offerings. Although numerous educators have written about and actually implemented programs of nontraditional study, little information is available with regard to basic elements of these programs. For example, we have heard in education much about nontraditional study programs related to such concepts as the "open classroom", "competency-based instruction", "community-centered education", "correspondence education", "television instruction", "credit by examination", "individualized learning", and a host of other nonconventional concepts, but practical knowledge relative to these concepts is scarce. We do know that a common denominator in all of these programs is time-honored deviation from rigidities in conventional education programs.

Nontraditional study is not entirely new to higher education. Indeed, there have always been nontraditional approaches to education, some of them a mixture of new ideas with traditional programs, and others a fresh approach to post-secondary education. However, in the face of several serious challenges that have confronted and continue to trouble nearly all of American higher education, nontraditional study has taken on new significance as an alterna-

tive to the ills of formal education. Although some think of it as a threat to the "quality" of higher education, others consider it the only practical way to provide education for mass society. One matter is certain: nontraditional study is a major challenge to higher education today. It is a response to the current vacuum in educational programs suited for educationally disadvantaged segments of the population that have never before experienced higher education.

It is certainly true that the concept of nontraditional study carries with it a number of significant problems that must be solved by institutions of higher education before "operational" programs can be successfully installed. The traditional caste system of higher education has carefully segmented students into learning categories for hundreds of years. A radical departure from this system will serve to confuse students who have been nurtured in traditional forms of education at the elementary and secondary levels. Furthermore, the expanded opportunity for independence offered to students through nontraditional study is a double-edged sword since it carries with it a number of functional prerequisites, such as additional responsibility for self-motivation and openness to change. Already educators have begun to feel the tensions of transition from old to new. They have yet to determine a feasible balance between traditional and nontraditional approaches to the teaching-learning process. They have also failed to come up with an operational plan for adaptation of "traditional" methods of evaluation and development to nontraditional education programs. These problems are different in substance, but nonetheless involve the same basic principle. They involve the development of student and faculty attitudes receptive to unorthodox techniques encompassed in tradi-

tional approaches to study and the development of student and faculty abilities to cope with such techniques. Higher education has yet to develop suitable methods by which students and faculty can be prepared for nontraditional study.

One mode of nontraditional study which has been catapulted to the forefront of public attention in recent years is the College Level Examination Program (CLEP). The CLEP program violates most of the customary rigidities of traditional education programs: it permits students the right to accumulate credits without formal classroom experience; it removes them from contact with traditional measures of academic performance; and it limits opportunities for contact with the range of curricular and extra-curricular experiences on campus known as the "invisible curriculum."

For the past 25 years, however, students who have not formally completed secondary level study could earn their diploma by successfully completing the tests of General Educational Development (GED) administered by the American Council on Education. The problem, then, is not one experienced at the secondary level of education, but rather one experienced at the post-secondary level of education. There is no nationally recognized procedure by which students may earn a degree without some involvement in the formal curriculum of an institution of higher education. The logic of a credit- or degree-by-examination program is reasonably straightforward: college degrees ought to be awarded on the basis of "what" or "how much" one knows rather than how many credits he has accumulated. This logic, however, does not consider the very real problems that must be alleviated before a credit-by-examination program can be successfully implemented. Some of these problems are problems of

mechanics (i.e., maximum credits permissible, institutional norms for satisfactory performance, etc.); others are more philosophical and perceptual in nature.

In this series of papers, primary consideration is given to manifest (expressed) and latent (unexpressed) perspectives on the College Level Examination Program held by faculty, administrators, and students in The Junior College District of Metropolitan Kansas City, Missouri. Many of these perspectives are common in scope and warrant generalization to a national sample of personnel engaged in the everchanging teaching-learning environment that is known as the community college.

The first paper, "The Pros and Cons of CLEP: A Student Personnel Perspective", describes the historical development of the College Level Examination Program and relates key elements of the program to current issues in higher education. Consideration is also given to the presentation of basic methodological constructs which were used in the development of CLEP.

Since the College Level Examination Program can have different meanings for different institutional subcultures, the papers that follow present descriptions of the program from the vantage point of faculty and student subcultures. Paper two, "A Student Perspective on the CLEP Program", deals with the conceptual foundation of CLEP in terms of Maslow's theory of self-actualization -- a theory concerned with the maximization of human potential through need satisfaction. Paper three, "A Faculty Perspective on CLEP", serves as an overview of faculty perceptions of CLEP. Particular attention is extended to the amount of working knowledge faculty have of the program and the relationship of this knowledge to program evaluation. Preliminary findings derived from empirical

research indicate that a significant number of faculty possess only limited knowledge of the College Level Examination Program.

The final paper, "Functions and Dysfunctions of the College Level Examination Program for Institutional Subcultures in the Community College", projects manifest and latent perspectives of CLEP into the political milieu of institutional governance -- the major problems and concerns related to CLEP perceived by institutional subcultures are discussed, and a model pertaining to alternative strategies for organization and implementation of CLEP is presented.

Richard L. Alfred

June, 1974

THE PROS AND CONS OF CLEP: A STUDENT PERSONNEL PERSPECTIVE

Stephen R. Brainard, Dean of Student Affairs
Longview Community College
Lee's Summit, Missouri

When first asked to be a participant on a panel to discuss the pros and cons of CLEP, my reaction was that this is going to be fun -- mainly because I am a protagonist in the debate and there are certain antagonist arguments which are full of holes. I still am convinced that these holes exist but the nature of my task has taken on a new seriousness which supercedes levity. We are talking today about a new concept in higher education which hits at the core of the educational process. That concept is that of certification of nontraditional learning. The debate is whether students should or should not receive college credit for attained knowledge, regardless of the means by which that knowledge was achieved. Integrally related to the controversy is whether the College Level Examination Program, or CLEP as it is more commonly known, is an appropriate certifying vehicle. A discussion of CLEP cannot proceed without talking about the more generic concept of credit by examination and the ramifications it has in relation to the educational mission of the college. In this brief presentation, I would like to address my comments to the development of the CLEP, my interpretation of some of the criticisms which have been lodged against CLEP, the positive aspects of credit by examination, and some thoughts as they relate to the educational objectives of the community college.

The College Level Examination Program was conceived in the early 60's and at that time represented an expansion of the concept forwarded by the Advanced Placement Program sponsored by the College Entrance Examination Board and participating high schools and colleges. The Advanced Placement Program was designed exclusively to provide bright high school students the opportunity to get a head start on general education courses offered during the first year of college. After a duration of time, a number of educators seriously questioned if this opportunity should be the exclusive right of high school students. They believed that colleges should legitimize the learning of others along with that of the high school student. The consequence was the advent of CLEP. The program was founded on the belief that what a person knows is more important than how he came to know it. A means was developed to accredit the learning that has occurred through such nontraditional modes as correspondence or extension courses, educational television, independent study, adult education programs, on-the-job training, life experiences, as well as enriched high school study.

The initial test construction and norming of the CLEP occurred in 1963. Five general examinations were developed in the areas of English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences, to measure the general educational background of students who have had the equivalent of one or two years of college instruction. Later, subject examinations were developed to assess achievement in specified undergraduate courses. According to the ETS Score Interpretation Guide, these tests "measure the

understanding of fundamental facts and concepts, as well as the ability to apply such understanding to the solution of problems and the interpretation of materials." All of the examinations were constructed by a task force of college instructors representing their respective disciplines from a representative sample of colleges. Each task force of instructors was assisted by testing specialists who insured that rigorous test development procedures were followed.

Norms for the General Examinations were developed based on the administration of the examinations to students who had completed their sophomore year. Subject examination norms were established by testing students that had completed the coursework for each specific course. In every case, the students tested represented a wide diversity of higher educational institutions. For the subject examinations, scaled score distributions were compared to final course grades. Table I illustrates such a comparison for a norm group that took the Introduction to Business Management course. The dotted line represents a hypothetical cutoff score at the 50th percentile. As the data indicates, students who received A's passed CLEP. Likewise, students who received E grades failed to pass the CLEP. For this particular norm group, the 50th percentile cutoff was more discriminating against students who received C or better grades than it was for those who received D or E grades. In other words, a large percentage of students who passed the course with a C or B would have failed to pass the CLEP test at the 50th percentile.

TABLE I

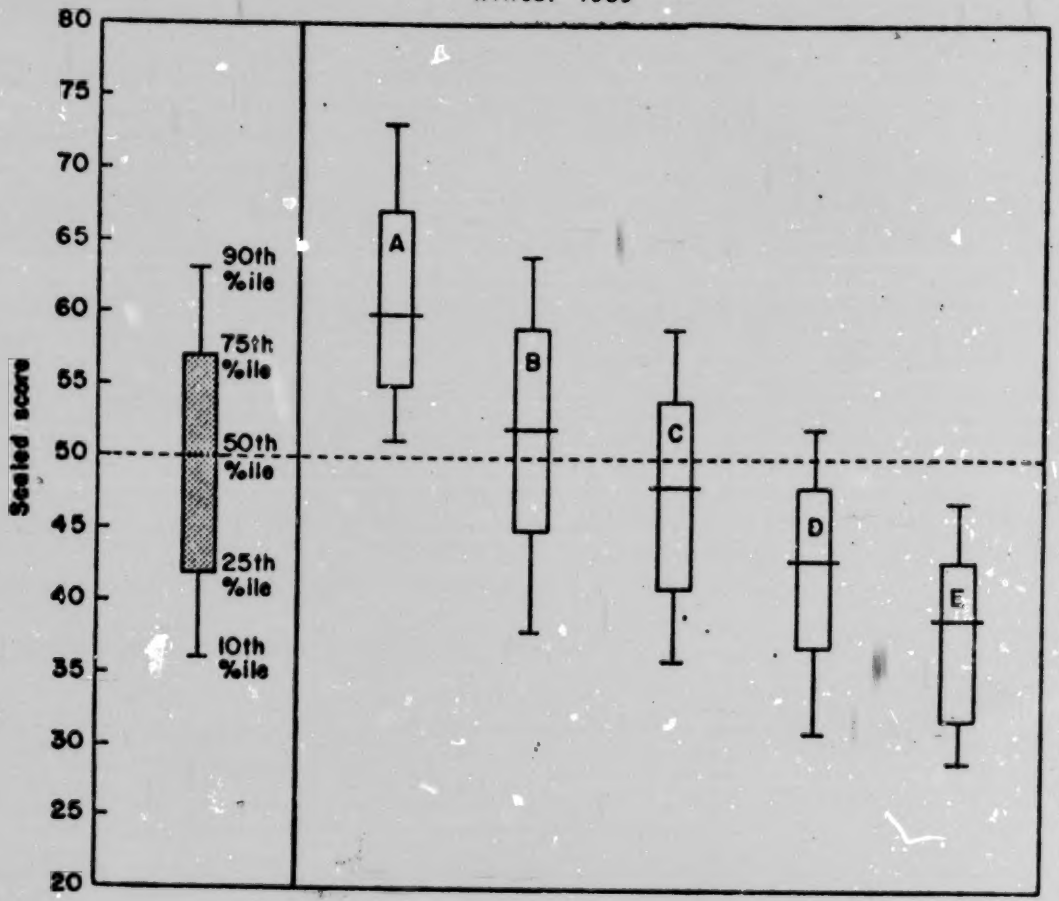
COLLEGE-LEVEL EXAMINATION PROGRAM

SUBJECT EXAMINATION

INTRODUCTION TO BUSINESS MANAGEMENT

Scaled Score Distributions by Final Course Grade

Winter 1969



	NORMS GROUP	FINAL COURSE GRADE				
		A	B	C	D	E
Mean	50	61	52	47	42	38
No. of Students	2062	177	666	920	233	66
% Earning Each Grade	--	9%	32%	45%	11%	3%

Even though the highest standards have been applied to insure that the CLEP Program provides a valid assessment of knowledge obtained, there has been some criticism of the program. Considerable debate has occurred between protagonists and antagonists of CLEP and the more inclusive concept of granting credit by examination. I would like to share with you my interpretation of some of the controversial points.

1. The Diploma Mill Idea -- A major concern which has been registered is that colleges will become diploma mills or paper degree granting institutions. We will be opening the doors of China and creating instant sophomores. I refute this idea since the CLEP is an extremely difficult assessment battery which a small percentage of students are able to pass. We have conducted a study at Longview Community College to assess the pass ratio and the average number of credits granted. During the 1972-1973 year, 202 of 4,000 students received an average of 15 semester hours of credit. Seven students per 1,000 received the maximum of 30 semester hours of credit. We are, in fact, not opening the doors of China.

   Most of the nation's elite academic centers endorse the concept of credit by examination. I have not heard any rumblings that the University of California be considered a diploma mill. In fact, I believe a thorough investigation would reveal that the community colleges are taking a middle-of-the-road stance regarding credit by examination. The College Entrance Examination Board recently announced that the State University of New York granted 52 degrees earned completely through credit by examination, including CLEP.

2. The Exception (or research using a number of one) Approach -- There are, among the people that are most critical of CLEP, some who identify the occasional student who does not perform well subsequent to taking the battery. They then tend to generalize this finding to the entire population of CLEP passers. The summary of this research approach is usually couched in terms like "the tests are too easy" or "CLEP is just not a valid indicator of performance."

Fortunately, more objective and comprehensive research is pouring in, which points to the conclusion that CLEP students perform better than their peers who do not take the tests. For instance:

a. The 202 CLEP credit recipients at Longview Community College have earned, via classroom instruction, an additional 4,537 semester hours of credit, or an average of 25.4 credits per student. While accumulating these credits, the students earned a mean grade point average of 3.0.

b. In a study conducted at Utah State University, it was reported that students who had passed all of the CLEP areas had a mean ACT composite score of 26.5, a mean high school GPA of 3.5, and a mean college GPA at the end of the school year of 3.27. Of those that earned part credit through CLEP the same figures were 21.0, 3.06, and 2.80, respectively. In comparison with these two groups, those that did not take CLEP averaged 19.1 ACT composite, 2.77 high school GPA and 2.45 college GPA.

c. Studies reporting results similar to those previously mentioned have been conducted at the University of Missouri (College of Education), the University of Arkansas, and the California State University and Colleges.

3. Transferability of Credit -- Whether or not CLEP credit will transfer from the community college to four-year colleges has been a major concern of both students and faculty. Although the information is not complete in this area, it is known that nearly all four-year colleges in the state of Missouri have policies which allow for credit by examination. The credit by examination policy of The Junior College District of Metropolitan Kansas City, Missouri is relatively young, but preliminary trials have indicated that CLEP students who have transferred to date have been quite successful in getting their credits approved by the receiving college.

4. Objective Testing Vs. Essay Testing -- One problem which seems to be more apparent in the English Composition area than others is whether an objective test like the CLEP can serve as a valid means for the assessment of writing ability. Of course, many English Composition instructors would say the only true test is to sample the student's writing. The evidence available,

however, indicates that the objective test discriminates as well as or better than the essay. A representative study was conducted at the Utah State University. The author selected samples of students who had received CLEP credit, who had taken the course with a grade of A or B, and who had taken the course with a grade of C or D. The students in each group were administered CLEP and an essay examination. The results demonstrated that each procedure was effective in ranking the students. There was no disadvantage to using an objective test to determine writing ability since both tests assessed the three broad categories of students in the same manner.

5. Credit by Examination and the Young Student -- I have heard many contend that CLEP should not be available to the recent high school graduate. The chief argument in favor of this point of view seems to be that colleges would be involved in granting college credit to students for high school work. The fact remains, however, that the examinations were constructed by college faculty to reflect performance at the college level. Granted, there are enrichment programs in many high schools and bright students who take advantage of the opportunities to move beyond the typical high school level. But let's not stunt the intellectual development of these youth by demanding that they repeat what they have already learned. Additionally, there is no guarantee that what they learned was a direct function of high school study. Nontraditional learning is not limited to the mature adult.

6. The Effect of CLEP on Enrollment -- Although it is clearly established that credit by examination policies benefit the headcount enrollments at four-year colleges, little is known about the effects at the community college. This is an area that we need to research. Some will argue that since we will only have the student for two or three semesters, the program must hurt us financially. This may be true to a certain extent, but it seems rather obvious to me that if we did not have a credit by examination policy, the CLEP-type student would enroll as a sophomore or upper freshman at a four-year college rather than enroll as an entry level freshman at the community college.

Credit by examination, whether legitimized by CLEP or departmentally constructed tests, is now a fact of life. CLEP does a remarkably good job of certifying knowledge obtained. Why not give the individual credit (literally and figura-

tively) for this achievement, regardless of that person's sex, race, religion, age, or station in life. Granting credit for knowledge obtained does not, however, mean that other critical learning tasks should not be attended to. Traditional learning modes are not well equipped to assist people to achieve real meaning to their lives in relation to the knowledge data bank they have accumulated. I sense, in talking with many students and instructors, that the community college should be particularly disposed to and committed to attending such tasks as teaching students the desire for lifelong learning, creating a sense of self-direction in learning, teaching a sense of self-worth and self-confidence, promoting achievement of deeper levels of self-understanding, and developing open and trusting relationships with others.

What does all this mean? Well, maybe it means that CLEP is not as important as our need to carefully review our own learning objectives. Are we learner oriented or discipline oriented? Pat Cross, in addressing the 1973 American Association of Higher Education Conference, summarized this point in an articulate manner by stating:

> There is widespread recognition that the cart has run away with the horse -- that the academic disciplines have become the end rather than the means to quality education. With the explosion of knowledge and the realization that facts and information learned in college will not last even a decade beyond graduation, a shift from the acquisition of knowledge to the development of learning skills and appreciations should be one of our top priorities. The difficulty, of course, is that no one knows how to teach appreciation and attitudes very well. But it must be admitted that we have placed a lot of obstacles in the way of finding out. We might start to seek some answers, for example, by questioning the sacred assumption that higher education should be organized around academic departments. It is said that had the Edsel been an academic department, it would be with us yet.

What I propose is that we be learner oriented rather than discipline oriented. Grant some credit to the rare student who achieves a passing score on CLEP and assist that individual to use the knowledge gained in meaningful ways.

A STUDENT PERSPECTIVE ON THE CLEP PROGRAM

Edwin J. Casey, Jr., Student
Maple Woods Community College
Kansas City, Missouri

As a human being and a student, I am interested in people and the exercise of their potential as a human being. That is why all of us have an interest in education. Education, after all, is all of our business, either as a student, a counselor, a professor or teacher, or as an administrator. All of us are interested in the same thing -- people and their potential as human beings. It is as Dr. Paul Saltman, who was instrumental in the first national college course by newspaper, said: "Education is the maximization of human potential."

So what is the issue with CLEP! I see CLEP as nothing more or less than a measuring device of a person's knowledge, particularly knowledge gained outside the classroom. What is so different between CLEP and a final exam in the classroom structure? The purposes are identical -- to measure one's knowledge or expertise on a particular subject or in a particular field.

Some say, however, there is a difference. "In the classroom the student is mine and I can control and structure his or her learning." Thus, we have the argument of the controlled, traditionally structured educational system versus the system of just plain living -- that's right, life in our environment; and the educator who feels that learning can only take place within our structured educational system (the classroom) is refusing to realize that man

is an intellectual being at all. The educator is also ignoring knowledge or education gained outside the classroom.

Academic knowledge is gained by all of us outside the classroom. This knowledge is valuable, functional, and critical in our lives. In some states this knowledge is accredited by state schools. The schools in Missouri have not yet accepted this concept of "learning while living." However, in the East at the State University of New York at Old Westbury a person may earn up to 32 credits for "life experience." Of course, there will always be those educators who feel the only way to educate people is through the traditional classroom structure. However, it won't be very long before those holding this view are in the minority; for the responsibility to recognize man's human potentials and life gained knowledge is far greater and more important than to be overlooked by the majority of our educators.

Here I quote the 1973 11th Edition of American Universities and Colleges. They comment about CLEP: "Under pressures for more nontraditional study opportunities, such practices are sure to increase in the years to come."

Many educators will also argue that the classroom controls and structures a person's thinking. This is probably true; however, I am not at all certain how healthy this type of thinking is. One look at the organized bureaucracy and we know what structured thinking is. Would it not be healthier to structure our system of education to freedom of thinking, so everyone could enjoy a functioning intellect and a viable, absorbent mind. In this manner, a person would be allowed their individuality and independent freedom of human expression. Thinking should not be structured in the traditional sense, rather the structure should encourage free thinking.

The CLEP Program also recognizes man's individual aptitudes, thereby accrediting the student who has a particular expertise or proficiency in a particular field of study. Randy McCaskey, who graduated from Liberty High School in 1972, was a "B" student, but had a particular aptitude and proficiency in mathematics and science. He "CLEP'd" 12 hours of math and science. Randy demonstrated and exercised his personal human potential in these areas of study. In addition, Randy also learned where he belonged in the educational spectrum.

This is yet another advantage of CLEP -- the ability to locate oneself in the educational spectrum. This is especially true for the older students who have years of unstructured education, or for the high school student with a particular aptitude or exceptional knowledge of a subject or field. After taking CLEP, these people may find that they are equivalent with first semester sophomores, rather than first semester freshmen.

This was the very case with Francy L. Chapman. Francy was 19 years old and graduated sixth in her class of 400 from North East High School. She earned 30 hours through the CLEP Program. CLEP gave Francy the feedback that she should be a first semester sophomore in the educational spectrum, thereby fulfilling her human potential as a college sophomore. That is where Francy then started her structured college program.

Shirley Bossert also learned of her proper college placement through CLEP. Shirley, 39 years old and mother of five, earned just six hours from CLEP, but from there she sprouted. As Shirley told me, "CLEP gave me confidence, encouragement, and it opened the door to my college education." Shirley is indeed experiencing her potential as a human being and the CLEP Program helped.

We can see in the case of Shirley Bossert that not only did CLEP help to locate her place in the educational spectrum, but the CLEP Program also lent confidence and motivated Shirley to pursue her college education.

This motivating element of CLEP is a vital fiber of the program, especially to the older students who find a need for reassurance, confidence, and encouragement.

With the current resurgence of the older students back to the campus, the CLEP Program becomes even more critical. In recent years, people in the 25 to 50 year age group have been converging on college campuses by the thousands. In 1967 the percentage of people over 25 enrolled in junior colleges across the country was 7 percent. By 1971 it had jumped to 25 per cent. At Maple Woods the enrollment of older students jumped from 32 percent in the fall of 1972 to 39 percent in the spring of 1973.

CLEP also offers the knowledgeable student the opportunity to pursue other studies or interests, rather than filling space in a class that may be found boring due to knowledge previously gained. Lois Robertson, an 18 year old who graduated from Park Hill in 1972 in the top 15 percent of her graduating class, said, "If you already know something, you don't have to relearn it in a boring classroom structure." And Jane Kenton, a 20 year old senior at UMKC, said, "I would have bored out in history."

So! Why a CLEP Program? Let us recapitulate:

1) To recognize that learning and education is a living function.

2) To encourage freedom of thinking.

3) To recognize people's individual aptitudes and abilities.

4) To locate students, especially older and exceptionally intelligent students, in the educational spectrum.

5) To recreate motivation and confidence in the older student.

6) To spare knowledgeable students from having to relearn material in a class they would find as boring.

7) To recognize the human elements of people and to encourage them to express their fullest human potential, thereby eliminating the possibility of retarding their educational and human growth.

Since I choose to defend CLEP from a humanistic position, I have purposely overlooked the advantages of saving the students time and money. I will not elaborate on these factors, except to mention that each person I spoke to about CLEP felt these were important factors to them and positive advantages of the CLEP Program.

What is wrong with CLEP? Yes, CLEP has its faults, but the advantages do heavily outweigh the faults.

CLEP does seem to threaten the teacher's job. However, in our world today I don't feel this is a significant issue. We must consider the number of teachers and administrators that a program like CLEP itself employs.

The only legitimate problem that I see with CLEP is the possible lack of academic control. Students could "bone up" for a CLEP exam and pass it. Or, if students are particularly skilled at exam techniques, they could pass without really possessing the knowledge asked for. This, however, is nothing more than a true reflection of our educational system as it is. In our current

educational structure, students "bone up" for exams, cram for exams, and learn the skills of exam taking. Some students are efficient in these techniques and actually get through four years of a college structural education in this manner.

The fault is not with the concept or idea of CLEP; the fault would be with the structure of the program.

We need CLEP, so many people may express their intellectual human potential -- their knowledge gained outside of the classroom. But we also need an improved CLEP program -- a program that is not geared to rote memorization, "rubber stamp" answers, but a CLEP that is geared to the expression of ideas, concepts, and thinking.

As long as LEARNING IS MORE NATURAL THAN TEACHING, there will always be a need for programs like the College Level Examination Program.

A FACULTY PERSPECTIVE ON CLEP

Leon Ogilvie, Instructor
Penn Valley Community College
Kansas City, Missouri

There are a host of perceptions faculty potentially can have on the College Level Examination Program. Certain perceptions may be a function of all too limited knowledge faculty have of the program, others may be a function of non-acceptance of the program, and still others may be a function of total support faculty have for the program. One matter would appear to be certain: faculty maintain a wide range of perceptions on the CLEP program.

A questionnaire was sent to the total population of faculty in member colleges of The Junior College District of Metropolitan Kansas City, Missouri. Responses were received from 104 faculty members of approximately 250 contacted. Faculty were asked to evaluate their knowledge of CLEP and to give their opinion of the program. The responses totaled:

Extensive knowledge	13
Moderate knowledge	32
Little knowledge	23
No knowledge	36
Total	104

Of those faculty indicating knowledge of CLEP and holding a position on CLEP, favorable comments outweighed unfavorable comments by a margin of approximately

MEMORANDUM

TO: Members of the Faculty DATE: October 12, 1973

FROM: Leon Ogilvie

SUBJECT: Knowledge of CLEP

I am participating in the MAJC Program entitled "Pros and Cons of the CLEP Program" and have chosen to depict (as best I can) various faculty perspectives on the CLEP. I am wondering if you would take a minute to complete the three questions below.

All responses will be kept confidential. Please return the questionnaire to my office (Humanities Building, Room 301-F, Penn Valley Community College) when it is completed. I would hope that we can have all responses in by Monday, October 29.

1. How much knowledge do you have of the CLEP Program? (Check one.)

   _____ A. extensive knowledge

   _____ B. moderate knowledge

   _____ C. little knowledge

   _____ D. no knowledge whatsoever

2. Regardless of your response in Question 1, please indicate in the space below your evaluation of the CLEP Program (Is it a functional program? If so, why is it functional? Is it a poor program? Why?, etc.). Use an extra sheet of paper if necessary.

three to one. On the basis of observation, it appeared that the more tradition-oriented faculty were likely to be suspicious of the program, whereas those faculty less directly connected with the classroom (i.e., counselors) were likely to maintain favorable views with regard to the program.

It is probable that the general faculty is rather uninformed on CLEP. It would seem logical to assume that most of the faculty who did not respond to the questionnaire had little or no knowledge of CLEP. Perhaps the best summarization of the majority view of the faculty was stated by the instructor who wrote, ". . . I don't have the slightest idea what the CLEP is."

That lack of knowledge is not surprising. In the first place, initiative for the program both locally and nationally comes from administrators. While the faculty may ratify the program's adoption, it is unlikely that the general faculty had much to do with the inception of the program. Moreover, since the faculty is unaware of which students receive credit under CLEP, as well as how many total credits they receive, it is difficult to evaluate the program. During the past year, 103 students at Penn Valley Community College attempted to receive credit through CLEP examinations. Of that total, 33 students received no credit and the 70 remaining students received a total of 1,094 hours credit. A student in The Junior College District of Metropolitan Kansas City, Missouri must score on the 50th percentile or above of the sophomore norms before credit is given. Certainly, much more detailed information is necessary about these 70 students and the type of credit they received before one may legitimately expect an informed faculty position on CLEP.

It is important that management personnel in the community college understand

faculty attitudes toward CLEP. It is clear, for example, that faculty in district community colleges maintain the following perceptions of CLEP:

Favorable

1. Encouragement to older students, such as veterans of military service, housewives, and the elderly. The program rewards experience.
2. Permits bright young students to make rapid progress in instructional programs.
3. Tests have demonstrated validity: students perform well in sequential courses.
4. Students are attracted to high-quality institutions that grant CLEP credit.

Unfavorable

1. Some four-year institutions do not honor CLEP credit or award only partial credit for completed study.
2. The testing-out provision of CLEP may promote a one-year stay for bright students and tend to hamper the intellectual environment of district community colleges.
3. Middle-range scores on CLEP do not necessarily mean that the student has extensive knowledge of subject areas tested.
4. CLEP tests are not valid in certain fields of knowledge.
5. CLEP programs convert community colleges into "credit mills."
6. Students completing CLEP credits do not do well in sequential courses.

Obviously, there is much disagreement among faculty about the success of students in sequential courses, the validity of CLEP examinations, and the general desirability of the program for students.

Since other participants in the forum have made their pro-CLEP positions clear, I feel it is my obligation to be no less forthright. It is difficult to oppose

the principle of a program that is designed to reward knowledge regardless of how acquired. The program should be retained but certain changes are necessary.

The percentile necessary for receiving college credit through CLEP should be increased to at least the 75th percentile. In addition, essays should be required in such courses as literature, philosophy, and history. If there is absolutely no doubt about the student's superiority in the subject (i.e., 75th percentile), he/she should be permitted to skip the general survey course. One might advance the argument that a 75th percentile score requirement is too high, when in fact the 50th percentile reveals that a student will probably receive a satisfactory grade if he/she should take the course.

The faculty position might appropriately be based on both the long-range interest of students and district community colleges. Most of the students who receive credit through CLEP are reasonably bright. A student who is a major in mathematics, however, and is barely able to test out at the 50th percentile in the mathematics section of CLEP will do less well in sequential courses than he would have done without omitting the basic courses. In most cases, however, students use CLEP to avoid courses in subjects which do not provide help with regard to specific professional goals or plans. Yet numerous studies on the subject of alienation in modern society illustrate the dangers of overspecialization. Individuals must be able to communicate with each other across a broad range of topics. Therefore, the need for a broad academic environment remains. The thrust of the College Level Examination Program seems to move in the other direction toward a narrowing of student involvement with the academic and experiential world.

Major concern of faculty should be focused on the long-range significance of the CLEP program to the basic survey courses at the community college. In general, instructors are at their best when a significant number of students react in an informed manner to the curriculum and when instructors realize that students will uncover errors, inconsistencies, and ask penetrating questions. However, if many of the students who could or would be capable of such conduct are given credit through examination, many instructors will gradually become less stimulating and less informed of developments in their fields. Introductory courses are such a large part of the curriculum. Perhaps this worry is exaggerated, but the lack of mutual stimulation between faculty and students will adversely affect the quality of community college instruction.

FUNCTIONS AND DYSFUNCTIONS OF THE COLLEGE LEVEL EXAMINATION PROGRAM IN THE COMMUNITY COLLEGE

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At a time when transition in higher education is the rule rather than the exception, numerous educators in the community college are faced with the problem of how best to organize programs of nontraditional study. The goal sought appears to be based on a formula of bringing maximum human and financial resources to the problem while simultaneously striving to provide institutional personnel with enough information so that they can realize the advantages of nontraditional study.

A significant amount of divergent opinion has been focused upon the merits of nontraditional study. Most often, programs of nontraditional study are presumed to be characterized by a significant amount of deviation from "routine" instructional formats: they are presumed to entail less adherence to the campus-based lecture and discussion method of instruction, they are not restricted by conventional campus facilities, they reward extra-class learning experiences, and they are not confined to strict time provisions of the "traditional" academic calendar. A review of available literature descriptive of nontraditional study programs (Heist and Wilson, 1968; Arbolino, 1970; Spurr, 1970; Furness, 1971; Newman, 1971; Gould and Cross, 1972) reveals that most writers evaluate advantages of these programs to be flexibility, expanded access to new learners, and relevance to needs

of the individual. The concept of flexibility is valued because authentic learning is expected to occur most readily in an open climate. A learning environment characterized by expanded access is desirable because higher education, as it is now designed, is intended to serve mass segments of society and not just elite segments. Finally, relevance to needs of the individual is important because individual growth and development is a valued outcome in higher education and, theoretically at least, is a product of student experience with "relevant" curricula.

There are a number of liabilities associated with nontraditional study. Deviation from traditional modes of study is said to lower academic standards, to increase the level of student difficulty with sequential curriculum requirements, and to curtail flexibility for transfer of credits between institutions. Some would propose that traditional academic standards and transfer regulations are to be maintained even at a time when increasing pressure has been placed on institutions to make education more relevant to the needs of students. As a result, nontraditional programs of study are often the target of resistance from educators who, because of their long association with traditional forms of education, are sensitive to changing conditions in the teaching-learning process.

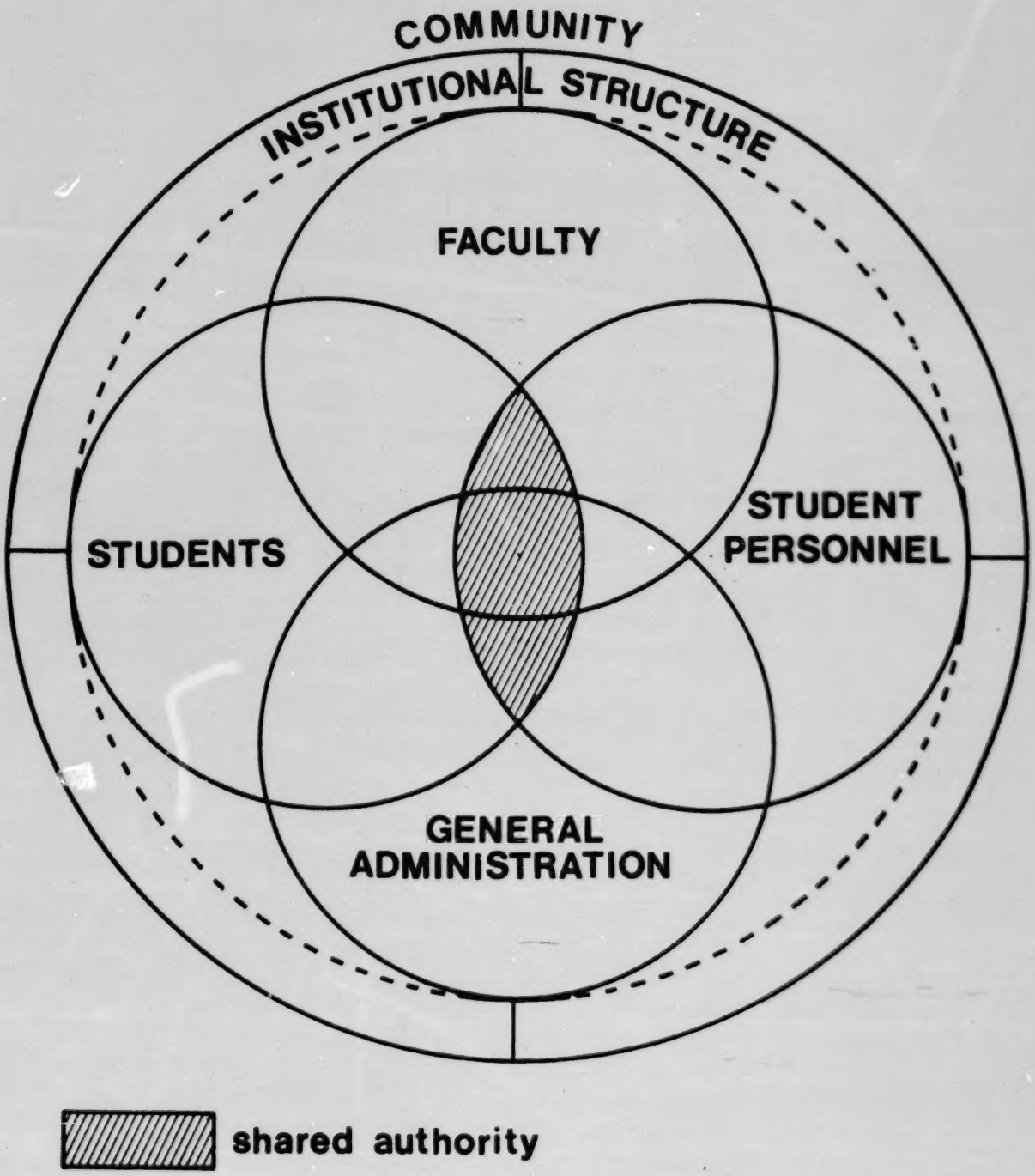
Little, if any, research in higher education has been directed toward examination of the apparent association between individual perceptions of the College Level Examination Program and status within organizational structure. One prominent writing, Explorations in Nontraditional Study, recognizes the complexity of integrating thought and action among faculty, administrative and student subgroups in attempting to bring about rapid change in the "traditional" structure of higher education. This work, however, as well as other related works, does not propose any

concrete strategies for the integration of nontraditional studies into conventional programs of education.

In this presentation an attempt will be made to distinguish and describe perceptions of the College Level Examination Program held by faculty, administrative, and student subgroups in the community college. Various perceptions are distinguished on the basis of observation, not on the basis of empirical examination. The aim is to examine relationships between individual perceptions of the CLEP and status within organizational structure. The strategy in this presentation is to provide information to management personnel that may lead to greater understanding of the unique nature of organizational politics that surrounds implementation of the CLEP in community and junior colleges. The presentation does not presume to accurately gauge empirical perceptions various institutional subgroups have of the CLEP, nor does it presume to measure the strength of perceptions held by various subgroups. Rather, it is an interpretive summary of positive and negative perceptions faculty, administrators, and students may have of the program. Attention is also directed to manifest and latent aspects of individual perceptions of the College Level Examination Program.

Perhaps the most significant difference in organizational structure generated by the CLEP is transition in the "traditional" balance of power among institutional subgroups in higher education. Numerous organizational theorists have dealt with concepts of power and authority in higher education, yet few have examined changes in the distribution of power generated by innovation in instruction. A "traditional" model for balance of power among institutional subgroups in the community college is presented in Figure 1.

FIGURE 1


COMMUNITY
INSTITUTIONAL STRUCTURE
FACULTY
STUDENTS
STUDENT PERSONNEL
GENERAL ADMINISTRATION
shared authority

Assuming that institutional structure is represented by the inner circle and community structure by the outer circle, it is evident that all four subgroups in the traditional model have the same degree of potential influence -- each subgroup is equidistant from the centerpoint of institutional structure and each is approximately equal in size to the others. Proximity to the centerpoint of institutional structure is a measure of potential influence; thus, it becomes obvious that within each institution some subgroups will be capable of greater potential influence than others. Finally, as demonstrated by the overlap, some subgroups may have the capacity for considerable potential influence with several other subgroups but no single subgroup is likely to exercise influence with all other subgroups on any one issue. The College Level Examination Program is one such issue.

Although the four subgroups represent loosely knit collectivities of individuals with varying interests, social relationships, and political ties, members of each group do have common interest in programs of nontraditional study. The problem is realized in terms of conflict that develops among institutional subgroups when individuals, divergent in outlook, focus attention on the same issue. Hypothetically, there are as many outlooks toward nontraditional study as there are individuals within an institution. Table I presents an overview of potential positive and negative perceptions that various institutional subgroups may have of the College Level Examination Program. For each subgroup an analysis is made of the degree of acuity (manifest or latent) with which various perceptions are known and communicated to other institutional subgroups. A rating of 'manifest', for example, means that one or more members of a particular subgroup have communicated directly (either verbally or nonverbally) their feelings on the CLEP to members of other institutional subgroups. A rating of 'latent' signifies that little

TABLE I. PERCEPTIONS OF THE COLLEGE LEVEL EXAMINATION PROGRAM

INSTITUTIONAL SUBGROUP	Perception	
	Manifest	Latent
ADMINISTRATION		
POSITIVE		
1) innovative program option for students	X	
2) stimulus for increased enrollment among traditional students	X	
3) check and balance upon student attrition	X	
4) stimulus for increased enrollment among nontraditional students	X	
5) necessity for two-year college to maintain enrollment balance against four-year colleges and universities		X
NEGATIVE		
1) difficulty with faculty in "selling" the program	X	
2) problem of transferability of credits	X	
3) cost efficiency of program - reduced load versus net cost of program		X
4) loss of control over students in the classroom -- extension of authority in the academic sector to student personnel		X
FACULTY		
POSITIVE		
1) innovative program for a diverse student population in the community college	X	
2) sifts off high ability students -- eases the teaching process through limitation of diversity among students in the classroom		X
NEGATIVE		
1) problem of transferability of credits	X	
2) motivational stimulus for only selected types of students in the college environment	X	

TABLE I -- Continued

INSTITUTIONAL SUBGROUP	Perception	
	Manifest	Latent
3) incongruence between CLEP curriculum expectations and classroom curriculum content	X	
4) inattention of CLEP to academic deficiencies of students -- poor educational product	X	
5) limitation of faculty control over the academic experience -- involvement of student personnel in the academic enterprise		X
6) limitation of class contact hours of faculty -- problem in the area of salary negotiation and position retention		X
STUDENT PERSONNEL		
POSITIVE		
1) excellent program option for students	X	
2) motivational stimulus for specific student subgroups in the college environment	X	
3) shortening of academic experience for subgroups of the student body -- data indicate successful academic performance following completion of the CLEP	X	
4) prevention of student attrition from the college environment	X	
5) involvement of student personnel in the academic program of the college	X	X
NEGATIVE		
1) problem of transferability of credits to four-year colleges and universities	X	
2) generation of conflict between student personnel and faculty subcultures in the community college	X	X

TABLE I -- Continued

INSTITUTIONAL SUBGROUP	Perception	
	Manifest	Latent
STUDENTS		
POSITIVE		
1) excellent alternative to traditional modes of study in the community college	X	
2) shortening of the academic experience -- less waste of time and money	X	
3) permits program flexibility for nontraditional students	X	
4) rewards students for nontraditional approaches to college study	X	
NEGATIVE		
1) difficulty in transfer of credits to four-year colleges and universities	X	
2) CLEP is too definite -- must memorize too much factual knowledge	X	
3) CLEP can be used to exempt a limited number of credits	X	
4) CLEP is unfair because it rewards students who employ select types of academic preparation and possess certain types of academic abilities	X	
5) CLEP is nonrepresentative because it contains a limited base of knowledge	X	

or no communication has transpired between subgroups with regard to individual or group reactions to the CLEP. The remainder of this presentation will be devoted to a discussion of the information in Table I and its implications for implementation of the CLEP in community and junior colleges.

The introduction of new ideas and concepts in instruction can lead to conflict and misunderstandings among faculty and administrative personnel if traditional beliefs are subjected to challenge. Administrators, particularly in the student personnel area, may find it difficult to adjust to political elements of their new authority to grant academic credit for instructional experience external to the classroom. In some cases, students may react sharply to the nation of nontraditional study because they feel that the CLEP is unfair; this belief system is grounded on the idea that credit should be awarded for diverse types of educational experiences and not just for performance on an examination. Finally, some faculty may believe that traditional standards of instruction are threatened since control over student performance in certain introductory courses is no longer in their hands.

As a result of these and other problems created by divergent viewpoints toward the CLEP, there is a possibility of serious conflicts emerging between institutional subgroups with regard to implementation of the CLEP. Table I, for example, depicts positive and negative perspectives toward the CLEP which potentially may be held by faculty, administrative, and student subgroups in the two-year college. All of these perceptions relate in one way or another to a shift in the "traditional" balance of power among institutional subgroups. Many faculty are reluctant to endorse the concept of nontraditional study because of their concern over the problem of deterioration in the quality of educational programs. Although there are a number of ambiguities and uncertainties associated with this

statement, many faculty believe that the advantages of traditional education programs outweigh the disadvantages. Students enrolled in traditional programs, for example, generally sit through a score of courses with rigid educational requirements, deadlines, and performance expectations. In doing so, they interact with experienced instructors in specialized fields of knowledge -- an experience which usually cannot be claimed by students who engage in the nontraditional programs of study. Furthermore, students who experience the traditional curriculum are evaluated at various stages by faculty who presumably possess significant knowledge in their subject areas. This process of evaluation, many faculty claim, is a built-in quality control mechanism that assures certain standards and competencies in those who experience the traditional program. This type of guarantee cannot be claimed by students who enroll in nontraditional programs of study.

Although there is an appealing logic to the quality control argument for continuation of traditional curriculum programs, student personnel and general administrative subgroups in the community college would argue that there is a major flaw in this argument. The great diversity of students enrolling in the community college, management personnel propose, has resulted in an educational system which extends full recognition to a large range of skills, knowledge, and behaviors that may be used by students for certification. This viewpoint, of course, draws the inevitable question from faculty: What is a college degree supposed to mean? In responding to this questionnaire, administrative personnel indicate the need to structure curriculum programs around needs and expectations of students, as well as traditional expectations faculty have of student performance in the instructional program.

The disassociation of the instructional program from extra-class programs is

characteristic of traditional institutions of higher education and constitutes a serious problem operating to the detriment of both management and academic personnel. Academic personnel have traditionally viewed the student personnel program as an unnecessary bureaucratic adjunct to the college, lacking in academic respectability and interfering with the basic purpose of the educational process. Communications between faculty and guidance personnel are often confused by this lack of understanding of the problems and concerns shared by both groups. Thus, it is possible that when student personnel administrators in the community college assume responsibility for development and implementation of the CLEP, existing gaps in thought and action between faculty and administrative subgroups may begin to widen. Faculty may view student personnel administrators as interlopers in the instructional process -- an area in which they do not have specialized knowledge or practical experience. The void in understanding created through divergent patterns of socialization experience obtained by faculty and administrators is perhaps the major single source of conflict in implementation of the CLEP.

Perceptions maintained by students toward the CLEP differ substantially from those maintained by other subgroups within the college environment. Currently, there is widespread discontent with both the form and substance of traditional education programs available to students. It has been said that the open door of the community college permits students expanded access to higher education but does not offer opportunities for experience with multiple learning strategies. Furthermore, students are not likely to undergo meaningful individual development in programs of study which measure performance through satisfaction of normative standards of achievement as contrasted to improvement in personal competence. Therefore, to

the extent that satisfaction of student needs is a desirable outcome in education, the politics surrounding student involvement in nontraditional programs of study is a major issue in higher education.

Management personnel traditionally have permitted faculty considerable autonomy in the evaluation of student achievement. The traditional system, however, while it affords faculty considerable power for control over educational programs, does not provide flexibility to students for control over their educational experience. Perhaps the major source of interest among students in the CLEP is their desire to obtain some measure of control over their educational experience. If the community college is to successfully perform its educational mission, faculty and administrative personnel must have a better understanding of student need systems. In too many instances there is an intolerable divergence between educational goals of students and requirements imposed by college personnel with regard to the methods and procedures used to reach these goals.

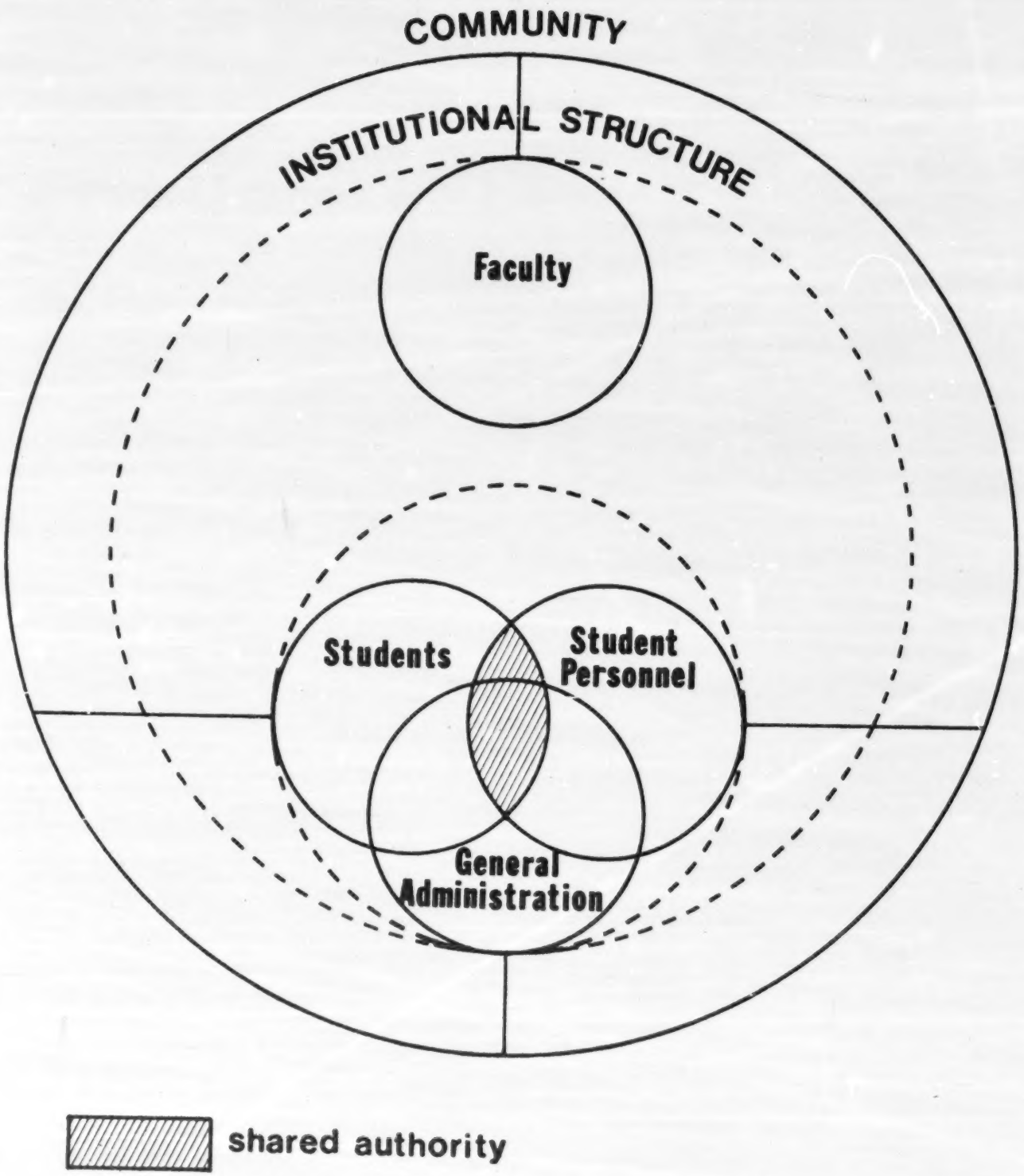
Peer relationships and identification are a second source of student attitudes toward the College Level Examination Program. The rapid increase in number and diversity of students entering the community college has led to the development of new strategies for learning; the CLEP is one of these strategies. Strong group identification among college students is not simply restricted to social relationships but extends into the type of educational programs selected and pursued. Individuals in small groups are influenced strongly by attitudes and opinions of the group toward pursuit of nontraditional studies. As larger numbers of students exempt credits through programs of nontraditional study, such as the CLEP, other students, regardless of their ability or previous achievements, will be encouraged to do the same. It is also true, however, that many students express

displeasure with the CLEP because of their belief that inequities exist in the program. Performance requirements established for the CLEP tend to reward students with select types of abilities and penalize other students who do not possess these abilities. The distribution of rewards in higher education is a major problem, regardless of whether student enrollment is geared to traditional or non-traditional programs of study.

Differences in perceptions of the College Level Examination Program among institutional subgroups are a serious constraint to implementation of the CLEP. If it is true that the college environment may be regarded as an integrated social system, it should also be true that conflict is a distinctive part of this system. When horizontal cooperation and coordination among institutional subgroups is threatened by educational change, misunderstanding is common and conflict develops. The question that must be asked, then, is: What type(s) of impact does implementation of the CLEP have on organizational structure? Figure 2 presents a model of organizational structure based on change in the traditional balance of power among institutional subgroups. The model begins with the thesis that implementation of the CLEP will produce striking changes in the traditional balance of power among institutional subgroups in the two-year college. It concludes with the observation that faculty, administrators, and students will need to develop attitudes receptive to unorthodox approaches encompassed in the CLEP if the program is to succeed.

Faculty do play a pivotal role in determining the kinds of examinations to be used and the standards to be set for evaluation of students in higher education. They do not, however, have jurisdiction over material included in the College Level Examination Program, nor do they maintain final responsibility for administration

FIGURE 2


COMMUNITY
INSTITUTIONAL STRUCTURE
Faculty
Students
Student Personnel
General Administration
shared authority

of the program. These limitations translate into one fundamental change in the balance of power among institutional subgroups in the two-year college -- faculty have lost a segment of control vis-a-vis the instructional program in the community college. Faculty control over structural conditions for the teaching-learning process is a major foundation upon which their authority and power in higher education rests. With the inception of the CLEP, partial authority for instructional development has shifted from the hands of faculty to the hands of administrators. To the extent that administrators choose to exercise this authority (what we have come to know as "power") faculty will resist implementation of the program.

The new model also reveals that there is a general trend toward diffusion of decision-making on curriculum matters away from the traditional control exerted by faculty. This trend is of major significance to further development of the community college and the services it will render in the future. Literature descriptive of the two-year college movement in the United States reveals that until recent years, two-year college faculty have had little impact on the development of general institutional policies. Overall educational objectives of a community college most often have been developed and enunciated by a board of control and chief executive of an institution. This situation appears to have resulted from increasing size and complexity of the educational enterprise -- to the point that policy making and implementation require the full-time attention of highly specialized individuals with experience relevant to the tasks being performed. In this presentation, however, a case is made for the diminishing control of faculty over institutional policy decisions related to curriculum implementation and evaluation. The CLEP is an outstanding example of administrative control over

institutional policy decisions when major issues face the two-year college. The rationale offered is one of the need for two-year institutions to stay attuned to the changing needs of society. If the community and junior college was created by society to care for its necessary routines and to provide for its basic needs, faculty resistance to "necessary" changes might well endanger the status of the institution and society might find it necessary to create another parallel institution to perform the functions needed for a rapidly changing social and economic order.

Faculty and student subgroups in the community college can influence the direction of institutional policy through informal channels of communication within organizational structure. Informal organization is representative of the interpersonal aspect in organization that affects decisions within institutional structure that are omitted from the formal scheme or are not consistent with that scheme or organization. To better understand the dynamics of interpersonal relations within the two-year college encompassing implementation of the CLEP, one must be aware of the interactions that take place among individuals within the institution as they seek to adapt themselves to internal and external pressures related to the CLEP. In order to do so, there must be some consideration of the concept of roles and functions among personnel within the organization, these being the substance of group interaction within the two-year college.

The primary interest of faculty in the community college is competence in the academic disciplines being taught in the classroom. Merely keeping abreast of changes and additions in knowledge, and at the same meeting teaching and guidance responsibilities in the college, is as much as faculty members can comfortably do. The addition of major time-consuming administrative responsibilities, such as

management control over the CLEP, can detract from needed concentration upon other more important responsibilities. For administrators, the pattern of responsibility is quite different. The community college needs individuals relatively detached from specialized academic interests to coordinate diverse functions of the college and to insure proper balance among educational programs relevant to community needs. For this and other reasons, management personnel must exercise final control over implementation of the CLEP in community and junior colleges.

Students seem to be interested in CLEP for two reasons: 1) to have opportunity for learning beyond traditional instructional programs and 2) to have opportunity to know about educational offerings and to influence the nature of these offerings. Heist (1968) has identified a subculture of students with high potential for intellectual creativity who have exceptionally high transfer or attrition rates from traditional academic programs. Trow (1970) has described the involuntary attendance of "large" numbers of students who really do not want to be in college, who have not entered into willing contact with it, and who do not accept the values or the legitimacy of the institution. Many students are not content to give themselves over to long-established classroom routines or subject matter because their reasons for college attendance are not entirely educational. For these students who enroll in the community college in order to obtain a "working" education, the College Level Examination Program offers an escape from the rigidities of traditional education programs.

Although it is beyond the scope of this presentation to describe comprehensively all of the prerequisites for a successful College Level Examination Program, empirical examination of ongoing relationships among administrative, faculty, and

student subgroups with regard to the CLEP would reveal a number of conflicting viewpoints. This examination of people and their relationships would also reveal that many new procedures will need to be developed which reduce disparities in outlook among institutional personnel. Three developments would appear to be necessary:

1) Agreement must be reached among faculty and administrators with regard to evaluation of individual capability and recognition of achievement.

2) Concensus must be reached on the establishment of norms for performance on the College Level Examination Program.

3) Safeguards for the protection and encouragement of human relationships between faculty, administration, and students in the midst of independent and often isolated circumstances of study must be established.

Premium must be placed on the merger of thought and action among faculty, administration, and student subgroups. This can be achieved if each subgroup is united with other subgroups in the role it must play toward implementation of the CLEP.

AN APPROACH TO IMPLEMENTATION OF THE COLLEGE LEVEL EXAMINATION PROGRAM

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The Junior College District of Metropolitan Kansas City, Missouri

Pressures internal as well as external to the community college augment existing tensions inherent in implementation of the College Level Examination Program. Many of the conditions that led to the rapid escalation of enrollments during the 1960's and early 1970's are now dormant. Community and junior colleges have entered a new era which may appropriately be described as an "era of expanded access to higher education." Simply put, "new" students are entering the community college and these students will require new or "nontraditional" approaches to study. In this section, a strategy for implementation of one program of nontraditional study -- the College Level Examination Program -- is proposed. The attempt is made to answer the following questions:

1) How can a merger of thought and action be brought to exist between faculty and administration regarding implementation of the CLEP?

2) Who is responsible for maintaining standards of quality in nontraditional study programs such as the CLEP?

3) What is the new role of faculty vis-a-vis the College Level Examination Program?

4) Who is responsible for assessment of student growth and development related to implementation of the CLEP?

An ideal relationship between faculty and administrative subgroups relative to implementation of the College Level Examination Program can result only from a

merger of thought and action on the operational level. Clearly, a high level of working knowledge between faculty and administrators with respect to the organizational roles and functions of each is necessary if cooperative activity and reciprocal support are to be features that define the institutional effort toward implementation of CLEP. This can be achieved if academic and administrative personnel are united in the roles that each segment must play. The fusion of these two subgroups within a team approach to implementation of the College Level Examination Program is presented in Table I.

The table points to the fact that faculty and administration are divided with respect to the roles and functions that each performs within organizational structure. One matter is clear: faculty and administrators will need to combine efforts in the roles of guidance and instruction if a successful CLEP program is to be implemented. The middle area of the table, "Areas of Mutual Cooperation", depicts this need. Administrators can better relate themselves to the academic program if they share with faculty responsibilities for student advisement and evaluation that are part of the CLEP program. Instructional personnel who are assigned responsibilities for follow-up research and establishment of CLEP test norms may more fully appreciate the role of administrative personnel in management of the CLEP. The fusion of these programs represents the best approach to successful implementation of the CLEP.

An important factor in gaining the support of faculty for CLEP is an administrative organization that involves faculty in policy formation. Although faculty control over institutional policy making related to curriculum development has changed markedly over the past 30 years, faculty members do exert strong influences upon the curriculum: what is taught and how it is taught.

TABLE I. Functional Relationships between Academic and Administrative Personnel Vis-A-Vis The College Level Examination Program

Specialized Functions (Academic)	Areas of Mutual Cooperation	Specialized Functions (Administrative)
traditional classroom instruction	establishment of test norms	diagnostic testing program
academic advisement	academic advisement	followup and research
student evaluation and recommendations	team approach to personal guidance	recordkeeping
curriculum development	committees for policy and procedural problems	placement
curriculum evaluation	evaluation of academic and guidance programs	individual counseling
instructional research	institutional research	orientation

In order to sustain the faculty role in curriculum development while at the same time attempting to integrate administrative services into the instructional process, it will be necessary for faculty and administrators to share overall responsibility for implementation of the CLEP.

A stepwise progression of functional prerequisites for implementation of the CLEP is presented in Table II. The table clearly indicates that responsibility for management of the CLEP should be shared among faculty and administration at all points in the program, from program development to follow-up evaluation. An ad hoc committee structure comprised of representatives from faculty, administration, and the student body would seem to be the most reasonable approach to implementation of the CLEP in the two-year college. The purposes of the committee should include: 1) development of effective communications, 2) broad participation in college affairs, and 3) utilization of all human resources within the college and the community to bring about successful implementation of CLEP. Another function of the committee, perhaps not generally recognized, is the provision of a forum in which latent and overt conflicts pertaining to the CLEP can be resolved. Conflict is an inherent quality in all organizations, and it can be an important stimulus for change and improvement in instructional strategies. If conflict is to be translated into constructive change, however, there must be well-defined avenues of communication for the development of consensus and group action. Committees can serve this function well if they are organized with the following objectives in mind:

1) Purposes and problems encompassing the CLEP should be clearly defined and understood by the committee members.

2) The committee should know when and to whom it will report vis-a-vis implementation of CLEP.

TABLE II. Functional Prerequisites for The College Level Examination Program

Prerequisite	Responsibility
review of test procedures and content	shared
development of local norms	shared
CLEP policy development	shared
test administration	student personnel
test evaluation	student personnel
academic advisement	shared
curriculum placement	shared
follow-up research and evaluation	shared

3) Committee members will produce effectively if they know that their recommendations pertaining to the CLEP will receive serious consideration by management personnel.

4) There must be followup in communications and action on the committee's recommendations.

5) The committee should have an active role in policy development regarding administration and evaluation of the CLEP.

6) Management personnel should consider committee recommendations carefully, insisting that findings be based upon the best knowledge and judgments the committee has of the CLEP.

7) There should be a clear understanding that the chief administrative officer has the authority to override committee recommendations vis-a-vis implementation of CLEP if specific reasons can be given for doing so.

There are, to be sure, some dangers associated with the organization and use of ad hoc committees for development and implementation of the College Level Examination Program. Ad hoc advisory committees can too easily become administrative or management-oriented committees and conflicts with management personnel can result if caution is not exercised; the roles and limitations of the committee must be clearly spelled out at the time it is organized. If there is adequate planning and direction of the work of the ad hoc committee, it can be an undispensable adjunct to the management structure of the two-year college in implementation of the College Level Examination Program.

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